

Information about Adequacy Study Survey Questionnaires

There are two surveys being conducted by the Bureau of Legislative Research (BLR) to obtain information for the Arkansas Adequacy Study. There is a survey of all school districts that will be placed on the internet for responses from superintendents concerning district-wide information. A second survey involves onsite interviews with the superintendent, principal, business manager, and a teacher in schools selected by simple random sampling procedures. The schools selected are a representative sample of Arkansas schools according to characteristics such as region of the state, size and grade levels, rural versus urban, student and teacher characteristics, including salaries, teaching experience, student performance, racial and socio-economic composition.

District-level Website Survey includes:

- Respondent information (e.g., LEA#, contact information).
- Education and teaching experience of all teachers (core and specialty), principal, instructional facilitators (coaches, coordinators), and tutors.
- Certification (yes or no) and use (days used) of tutors and substitutes.
- Number of teachers and aides used in academic programs during the summer of 2007-08.
- Pupil-free days for teachers, instructional facilitators, and counselors.
- Health Insurance dollar amounts paid by district for individuals and spouses or families.
- Sick days, including those carried forward, for teachers.
- Student/classroom teacher ratio for kindergarten, grades 1 - 4 or 6, middle school, and high school (excludes specialty and elective teachers, student service professionals, and librarians).
- Education and specialty, classroom teaching experience, and all leadership training of superintendents (e.g., leadership academy certificate).
- Classes, types and frequency of formative assessments, including chunk-testing and quarterly testing.
- Educational strategies (e.g., smaller class size, school within school, high schools that work).
- Availability of technology (e.g., Smartboard, computers).
- School bus types (e.g., biodiesel), purchases budgeted, and length of rides.
- Time spent monthly between superintendent and other administrators discussing curriculum, school improvement, academic achievement, student discipline, and teacher quality.
- Superintendent's assessment of development of district organizational features, such as shared vision of student learning among teachers, professional community among teachers, use of disaggregated data for teaching, parent-teacher collaboration, alignment of curriculum objectives, and program monitoring and evaluation.

School-level Survey Interview includes:

- School characteristic, such as ADM, grade span, number of students in special programs (e.g., ALE, ELL, NSL), length of instruction day, minutes in class by subject, number of students in extended and summer programs.
- FTE of school staff, such as teachers (regular, specialty or elective, extra help), instructional facilitators, tutors, ALE, library, student services, and administrative, which includes clerical, custodial, and maintenance.
- Education, certification, and experience of instructional facilitators, tutors, and substitutes.
- Number of teachers who are highly qualified, board certified nationally, tenured, and alternatively certified.
- Professional development: costs (instructional, administrative, travel, other), activities planned for the 2007-08 year, and principal's assessment, including strengths, weaknesses, and changes made in the past.
- Existence and length of teacher induction program.
- Number and reasons teachers left last year.
- Average yearly progress (AYP) according to ADE classification (e.g., overall, 6th grade math) and year of school improvement.
- Availability of technology at the elementary, middle and high schools.
- Descriptions of science labs and libraries and needs.
- Frequency and use (item, section or total scores) of formative testing for teaching.
- Student information such as homelessness, Katrina survivors, illegal immigrants, and transfers (and from where).
- Student access to computers, internet, and graphing calculators.
- Student discipline (bullying, drug use, crimes)
- Student and class organization, such as team teaching, ability grouping of students, block scheduling, and interdisciplinary teaching.
- Average yearly progress by ADE categories (e.g., 4th grade math) and school improvement year, as well assessment of actions taken.
- Perceived impediments to school improvement, such as deficiencies in teachers' skills and knowledge, lack of leadership within faculty, and lack of coordination between school partners.